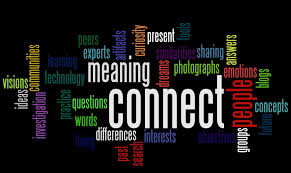
[](http://www.google.com.au/url?sa=i&rct=j&q=connecting&source=images&cd=&cad=rja&docid=jNS3fl75UJs0yM&tbnid=QRJBgFO5wAKSKM:&ved=0CAUQjRw&url=http://www.thewakemanagency.com/blog/connecting-online-through-blogs-%E2%80%93-what-we-do-wakeman-agency&ei=YEQMU4OjDovOkgX5oIDYDQ&bvm=bv.61725948,d.dGI&psig=AFQjCNHmm8V4oUZvEpMZVnEV5JxH_TEM5Q&ust=1393399204497766)

**Year 7 English Unit one 2014**

**Developing Connections at Mason House**

This unit introduces Year 7 students to Mason House and is an integrated unit with Humanities. Students will be guided through a range of first time secondary school experiences with the aim that they will develop a common understanding regarding approaches and expectations, particularly in Mason House.

During this time, students will be introduced to the Independent Reading Program and will know how to select a ‘just right book’. Protocols such as the reading log and beginning each lesson with reading are to become the norm in Mason House. Students will be introduced to a range of reading strategies (questioning, visualisation, predicting, inferring, making connections) and will practice using these strategies during independent reading. These reading strategies are transferrable to all of their subjects, in particular English and Humanities.

After exploring samples of autobiography from a wide range of topics and authors, students will use objects to represent their own passions and identity through the Box of Me oral presentation and create their own autobiographical writing to accurately reflect their own personal style and story.

This unit also introduces students to the study of History, encouraging curiosity as students investigate the past. Class discussion will assist in activating students’ prior knowledge of chronology and timelines. Timelines help students understand the chronology of historic events, and assist students to situate newly encountered events and figures in relation to those they’ve already studied. Students will develop their own timeline which will include key events and to help students compare elements in different time periods they will categorise similar events into themes and/or eras. For this term, students will focus on the key events, developments and leaders of the twentieth century with the aim of developing prior knowledge in preparing to interview an older member of our community.

To help create opportunities for all students to interview an older member of the community, grandparents have been invited to attend a morning at Mason House. In preparing for the interviews, students will be developing their closed and open questions and plan how they will record their findings. The notes and information collected will become the basis for writing a biography***.***

**KEY TERMS**

Reading strategies**:** questioning, visualisation, predicting inferring, making connections

English: drafting, structure, introduction and conclusion

Historical: change and continuity, chronology, decade, century, evidence, oral history, open and closed questions.

**Aims and Objectives**

Upon completing this unit the students will have the **skills** to

1. Understand that they are all unique individuals with a range of skills, abilities and learning styles.
2. Make connections and comparisons with past experiences
3. Develop questions and interview styles
4. Write a biography based on the findings of student interviews
5. Select a novel based on ‘just right’
6. Speak confidently with a particular audience and purpose in mind
7. Write first person autobiographical piece in an authentic voice

**Knowledge**

* Know the appropriate engaging techniques to present their oral presentation
* Know and apply a range of reading strategies to their independent reading
* Know the different types of structures and styles of writing available to effectively write a biography piece

**Understanding**

* The differences between written and oral narratives
* Recognise the importance of change and continuity over time
* The protocols in collaborating with others
* Recognise that good oral presentations are well prepared

**Assessment tasks:**

Scariest/happiest moment – 150 words

Timeline of the Twentieth Century – focus on a decade

Box of Me Oral Presentation

Biography

**Resources**

* *Source different styles of autobiographies and will develop activities that incorporate the reading strategies. Roald Dahl: Sweetshop and Little Ellis and the Boil, Anh Do autobiography excerpts, JK Rowling biography, Lost and Found*
* *You Tube* <http://www.youtube.com/watch?v=ZuEezGEeiiw>
* <http://www.youtube.com/watch?v=p-etgd6fb8Q>
* Power point: Just Right (located on google drive)
* Power point: Creating Excellent Presentations (located on google drive)
* Box of Me – Outline of Task and Oral Presentation Rubric (Ausvels compliant)
* Biography Assessment Rubric (Ausvels compliant)

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| --- | --- | --- |
| **Learning Activities** | **Student Products** | **Assessment**  **Formative/Summative** |
| 1. **Introduction to Mason House**. Assist students in groups of 5 – one from each home group. Teacher Quiz activity – where teacher introduces themselves and students will later complete a listening activity. Introduce Mason House Protocols:   Water Bottle  Toilet Procedures  Moving in and out of class rooms  Computers  Exiting procedures | Listening Activity: Quiz | Formative  Observe student interaction – ability to be flexible, focus and respond accurately to a series of questions based upon intro talk from each teacher |
| 1. **Folder Organisation** 2. Humanities/Writing/Language skills/Text Response/   Speaking and Listening | Organise Folder | Observe students on following a series of direct instructions |
| **Establish cooperative learning groups.**  Develop mind map – how do people present their stories? What is the difference between them? What are the similarities? Who would use which medium?  Important to talk about purpose, form and audience. How is autobiographical writing different to other form of writing?  Different group members have different roles -  Time Keeper, Recorder, Reporter eg tallest person be recorder | Mind Map  Reporter of each group to share main idea. | Formative, observing interactions in groups, readiness to share point of view. |
| Hook: The Wonder Years/ Malcolm in the Middle  How do people present aspects of their stories  What is left out? Why? Is it important?  <http://www.youtube.com/watch?v=ZuEezGEeiiw>  8 min only  Students to write a small reflection piece about a topic: scariest moment, happiest memory (draft only) | Reflective Writing Draft  150 words | Provide students with feedback focusing on developing ideas in a logical, cohesive way. |
| Reading range of samples of autobiographical writing and biographical writing with a focus on a reading strategy.  Connections – to self/ text/ world –The Sweet Shop  Visualisation – Little Ellis and the Boil – Roald Dahl  Prediction see Anh Do – reunited with his father  Infer - Lost and Found – teen fiction  Questioning – JK Rowling | In their logbooks, students will write a summary of each strategy and complete processing and linking activities. | Provide students with feedback, ask questions |
| **On demand reading test** | Complete on line adaptive test | Test results will be used to inform future groupings of students |
| Students begin selecting for the **independent reading program.** They are to select their own biography or autobiography.  Power point – Selecting the Just Right Book  Begin to establish routines and expectations:  Distribute exercise books and set up reading logs which are to be kept in the reading boxes  Outline expectations – sticky notes | Students select ‘just right’ novel and set up their reading logs | Formative – observing and talking to students about their selections in assisting them to select ‘the just right’ book |
| **Library Orientation** | How to use a search engine, set up folders in their drive, send an email with an attachment. | Observe and check |
| **Timelines and Chronology**  Have students arrange themselves in chronological order around the room. Who is the oldest/ youngest? Class discussion: when do we use chronologies? Are they useful? Why?  **Cloze activity. What is a Chronology?**  Chronology is how we order \_\_\_\_\_.  Chronological order means putting \_\_\_\_\_ in order.  In history we have to put \_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ in order, to know what happened when.  **DATES CENTURIES YEARS TIME**  Students are to brainstorm 10 key events in their life, determine how old they were and what year they occurred in.  Explicitly teach timelines (years, decades, century) and how to organise a timeline with regular segments. | Complete Cloze activity  Class discussion  Develop Personal Timeline – also include phases/eras eg preschool, primary school  Reflect – what has changed over your time? What has been consistent/ hasn’t changed? | Combination of formative and summative. Completion of written activities.  Summative: Personal timeline |
| **Outline Decade activity**  **Workshop Oral Presentations.**  What is a ‘good’ delivery? How to use power point: embedding photos with captions. How to balance the use of a power point with the oral.  Resource: Creating Excellent Presentations ppt | Students will take notes, highlighting key points. | Observation, providing feedback. Asking questions for understanding. |
| **Timeline of the 20th Century**  **Hook:**  <http://www.youtube.com/watch?v=p-etgd6fb8Q>  A Short History of the Twentieth Century  Working in pairs, students are to use the computers to develop a power point of a decade in the twentieth century. Students are to identify key events and consider the impact of these events on people.  Last slide: What changed during this decade? What remained the same? What were the catalysts for change? | Discussion: What were some of the important events of the twentieth century? Did they occur early or later in the century? How can you tell?  Students move into small groups and decide which decade they will focus on. | Initially, observation and clarification.  This will be a summative activity, students demonstrating their ability to work cooperatively, research effectively in developing a power point and present to the class. |
| **Workshops supporting decade activity, particularly those who may struggle with**   * **H**ow to **research effectively** for this task.   Guide students through how to determine a useful site. Check that students research with the end in mind.   * Develop skill in power point | Observe students researching  Note taking and summarising information | Check that students are summarising information and identifying sources by providing feedback. |
| **How to prepare a bibliography**  (see Learning Curve Planner) | Develop bibliography for decade task | Formative – completing draft of bibliography |
| **Oral Presentations**  Students present their oral to the class beginning 1900.  At the conclusion of the presentations:  Reflection: What were the main changes that occurred in the twentieth century? What were the catalysts for change? What were the constants? | Students are to present their power point to the class.  Class will write a brief summary of key points for each decade.  Peer assessment of the presentations. Students to write one good point and one point of advice for further improvement with their name on a sticky note. To be collected and vetted before giving to presenters. | Peer assessment of presentations.  Teacher feedback to students.  Summative: student response to reflective questions. |
| **Box of Me – outlining the requirement**  Teacher introduces Box of Me – modelling own basic information on presentation skills and criteria also covered | Class discussion ensuring that students’ understand the task | Formative – checking for student understanding |
| **Introduce the oral history project.**  **Preparing Interview questions: Open and closed questions**  Develop a series of questions, beginning with closed questions eg when were you born? Moving to more open questions, what was the most memorable event in your life? What was life like as you were growing up?  **Interview skills** – how do you assist the persona who is being interviewed to provide more detail, especially when something is interesting? | Develop student interview questions which also include change and continuity.  Students are to practice with a partner in asking and recording information | Guide and provide feedback to students as they prepare for their interview |
| **Interview Day**  Grandparents welcomed. An outline of how the morning is to be organised. Interviews to be conducted in Mason House. | Students interviewing and recording information. | Observation and feedback |
| **Continuity and Change over time (see handout)**  Pivotal to developing an understanding that the present is shaped by the past are the concepts of change and continuity. The timeline is also a visual aid to help students organise their understanding of continuity and change. | Based on the interview, students will complete a timeline of their grandparents’ life which they can also refer to as they write their biography.  Analyse timeline for change and continuity. | Completion of timeline  Analysis of change and continuity. |
| **Workshops in drafting the biography**  **To be differentiated.**  **Structure:** The first paragraph should introduce the person. Create a summary of who this person is and an overview of their life. In the body paragraphs, trace life from birth, childhood and adulthood.  Small group workshops on editing, paragraphing, introduction and conclusion, proof reading. Students to complete biography for homework. | Lower level students: focus on sorting information on to a timeline and developing short paragraphs that focus on a beginning, middle and an end.  Identified high level students: additional workshops on developing a more creative biography eg author as the first person, using dialogue for effect.  Students write a draft and final copy of their biography | Provide regular feedback to each student ensuring that there is development.  Summative of final piece – student can hand in with self-assessment |
| **Presentation of Box of Me to their class.** | Oral Presentation  Key criteria (see handout)  preparation, delivery and engagement. Students will also complete a reflection. | Summative – oral presentation |

**Box of Me**

Make up a box of items that are either significant to you or reflect your personality and present it to the class.

What you will need to do:

1. Decorate a shoe box with pictures from magazines to reflect who you are and what you are like. Your box must be decorated.
2. Place at least 5 objects in the box that will assist you in our presentation.
3. Be prepared to speak to the class for at least 3 minutes.

Things to be aware of:

* This is not a show and tell. You must discuss your object in detail and explain why it was special enough to be placed in your box.
* All objects need to be significantly important to you, i.e. your AFL jersey as it reminds you of all the footy games you went to with your grandfather. Continue on then to discuss the influence your grandfather has/had on your life.
* If one of your items is too large or too valuable, you can include a photo in your box.

Your box of goodies could contain the following: 

* Favourite toy
* School awards / reports
* Music
* Ornaments
* Scrapbook
* Something from your room
* Something that represents your hobbies
* Other......

Assessment:

* Your speech should go for approximately three minutes. You will be presenting to the whole class so be prepared.
* You should use cue cards to help with your presentation. Please do not read from your cards, the points are to prompt your talk.
* You will be assessed on the content and structure of your speech, the clarity of your speech (including pace, pitch and volume) and your non-verbal communication skills, such as eye contact, facial expression and gesture.

Twentieth Century History

In pairs, you will be allocated a particular decade of the twentieth century. Your task is to find out important information about that particular decade and present your information to the class. Your search should focus primarily on Australian historical events, but you may include global events that played a significant role in shaping that decade.



Your research should focus on the following information:

* *Significant Events*
* *Important People*
* *Technological Advances*

*Other areas that you may wish to include:*

* *Art/ Theatre, Film & Television*
* *Sports Achievements*
* *Music and Entertainment*

You need to collate your research & findings into a PowerPoint Presentation that best displays your decade’s most significant information.

You should also include at least 5 photos or pictures that represent your historical decade.

The following websites are recommended for your research:

<http://www.teachingheritage.nsw.edu.au/section03/time20cth.php>

<http://www.australianhistory.org/post-federation>

<http://www.convictcreations.com/history/timeline.html>

<http://en.wikipedia.org/wiki/Timeline_of_Australian_history>

Twentieth Century History

|  |  |
| --- | --- |
| **Decades** | **What did you find interesting…** |
| 1901-1910 | 1. |
| 2. |
| 3. |
| 1911-1920 | 1. |
| 2. |
| 3. |
| 1921-1930 | 1. |
| 2. |
| 3. |
| 1931-1940 | 1. |
| 2. |
| 3. |
| 1941-1950 | 1. |
| 2. |
| 3. |
| 1951-1960 | 1. |
| 2. |
| 3. |
| 1961-1970 | 1. |
| 2. |
| 3. |
| 1971-1980 | 1. |
| 2. |
| 3. |
| 1981-1990 | 1. |
| 2. |
| 3. |
| 1991-2000 | 1. |
| 2. |
| 3. |

**REFLECTION:**

* What are the main changes that occurred in the twentieth century?

**HOMEGROUP SIGN UP SHEET**

|  |  |
| --- | --- |
| **Decades** | **GROUP MEMBERS** |
| 1901-1910 | 1. |
| 2. |
| 3 |
| 1911-1920 |  |
| 1. |
| 2. |
|  | 3. |
| 1921-1930 | 1. |
| 2. |
| 3. |
| 1931-1940 | 1. |
| 2. |
| 3. |
| 1941-1950 | 1. |
| 2. |
| 3. |
| 1951-1960 | 1. |
| 2. |
| 3. |
| 1961-1970 | 1. |
| 2. |
| 3. |
| 1971-1980 | 1. |
| 2. |
| 3. |
| 1981-1990 | 1. |
| 2. |
| 3. |
| 1991-2000 | 1. |
| 2. |
| 3. |

**Continuity and Change: Developing the Biography**

**Phase 1: Developing the Questions**

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| http://fno.org/bio/sleeping.jpg | *A great biography is driven by great questions. Boring questions produce boring answers. Boring answers put readers to sleep. Simple lists of facts are a bit like dry cereal . . .no milk . . . no fruit . . .  no taste!*  In your groups, discuss what you would like to know about the person, and what parts of their life you want to write most about. Some questions you might want to think about include: What events shaped or changed this person’s life? Did he or she overcome any obstacles? Take risks? Get Lucky? What was life like growing up? What are their memories of major events, such as the World War 2 and what impact did these events have on their lives? |
| Sort your questions from closed questions to open questions. Write them down on the interview sheet | |

**Phase 2: The Interview**

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| Each student should be asking at least one of the prepared questions while 2 other members will take notes. It will not be possible for note takes to write everything down, so it is important to listen carefully and write the main points.  When interviewing the resident you need to be courteous and respectful and you can do this by:   * Introducing yourselves * Remember to say ‘please’ and ‘thank you’ * Let the resident finish their answer before asking the next question * Be an active, interested listener | [http://3diassociates.files.wordpress.com/2012/11/speak-and-listen.jpg](http://www.google.com.au/url?sa=i&rct=j&q=speaking+and+listening&source=images&cd=&cad=rja&docid=7jQu67t1G8FhaM&tbnid=3NTZm1xt9P6s3M:&ved=0CAUQjRw&url=http://3diassociates.wordpress.com/2012/11/27/the-value-of-speaking-and-listening/&ei=cXItUdKsEcWHkAWN74DYBg&bvm=bv.42965579,d.dGY&psig=AFQjCNH-MJfikFnnBJl_K-zD3S8o3RYEKA&ust=1362019262492494) |
| You may like to ask your resident if you can take a photo. It would be fantastic to have the photo of your group with the resident. | |

**Stage 3: Putting It All Together**

|  |  |
| --- | --- |
| You will need to combine your notes and your teacher will make a photocopy so that each of you have a complete set of notes. It’s now time to synthesise your information. Synthesizing is like moving puzzle pieces about until a picture emerges. Instead of cardboard pieces, you are moving ideas and facts.  Have you been "culling" the information as you went along? Have you been sorting your findings so they are lined up under the questions you posed at the beginning? What information can be ‘culled’?  Which information has potential? | [http://t2.gstatic.com/images?q=tbn:ANd9GcQpaXAVKNg1FjANbSmPWHICn5uOk5FEFXpHhzXlZ-ZFTjObTdoU](http://www.google.com.au/imgres?q=summarize&start=264&hl=en&safe=active&biw=1366&bih=557&tbm=isch&tbnid=2LEefK_aML9YqM:&imgrefurl=http://www.ehow.com/how_7971227_summarize-short-stories.html&docid=__Ti09ZMTbSH3M&imgurl=http://img.ehowcdn.com/article-new/ehow/images/a07/j8/cr/summarize-short-stories-800x800.jpg&w=224&h=300&ei=hnctUY3cFsvhlAXQ64CABQ&zoom=1&ved=1t:3588,r:76,s:200,i:232&iact=rc&dur=3719&sig=105042812674436552534&page=17&tbnh=198&tbnw=148&ndsp=17&tx=92&ty=94) |

**Stage 4: Writing the Biography: Telling the Life Story**

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| --- | --- |
| [http://www.writingforward.com/wp-content/uploads/2012/01/story-writing-ideas.jpg](http://www.google.com.au/url?sa=i&rct=j&q=story+writing+pictures&source=images&cd=&cad=rja&docid=beCRx-TOpme_jM&tbnid=tcW--ApW9Yz15M:&ved=0CAUQjRw&url=http://www.writingforward.com/writing-ideas/tips-for-developing-story-writing-ideas&ei=uX8tUZ69PMyqkgWLnoGYBQ&bvm=bv.42965579,d.dGI&psig=AFQjCNH0tL1kUhQpfsGSI7ncZ4cwDaMGTg&ust=1362022626884696) | Your task is to take the information and insights from your interview and synthesis – blend them together into a series of well-crafted paragraphs which tell important stories.  **Structuring a Biography** Luckily, starting a biography is easy. The first paragraph should introduce the person. Create a summary of who this person is and an overview of their life. You shouldn't get into specifics yet; save that for the body. |
| In the body paragraphs, you should trace life from birth, childhood and adulthood. If you're writing about someone who's still young, simply work in chronological order from birth up to the present day. The biography should conclude with a short summary of the person's life, similar to the introduction, but instead of setting up who the person is, it should reinforce what the person accomplished. When you have completed your biography, create a title that will engage the reader. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Accomplished** | **Capable** | **Developing** | **Beginning** |
| Planning | A clear plan is provided which demonstrates the ability to select, organise and develop key ideas. | A detailed outline is provided which demonstrates the ability to organise ideas in response to the task. | The writer is beginning to use strategies to plan a piece of writing in response to a task | Evidence of planning was not submitted. |
| Ideas and Content | The writing engages the reader through the use of characters, setting and plot with only occasional lapses. Lively, interesting and memorable writing which engages the reader. Ideas are well supported with detail | The writing develops the narrative effectively and is of an appropriate length and follows a recognisable structure: beginning, middle, end. | The writing attempts to develop the main characters, setting and plot. It follows a recognisable structure but might be too long or too short. | The narrative includes some mention of the main character, setting and plot. However there is insufficient detail. |
| **Mechanics of language** | Spelling and punctuation errors are identified and corrected using a range of approaches. | Spelling and punctuation errors are identified and corrected consistently using a range of approaches. | Most basic spelling and punctuation errors are identified and corrected accurately. | Some basic spelling and punctuation errors are identified and an attempt is made to correct them accurately. |
| **Expression** | When creating and editing, has demonstrated an understanding of grammar, using a variety of more specialised vocabulary. Sentence structure and vocabulary are addressed to take context, purpose and audience into account. | Demonstrates the ability to write for selected purposes. Sentence structure and vocabulary are addressed to take context, purpose and audience into account. | With some guidance, sentence structure and vocabulary are addressed to take context, purpose and audience into account | Simple sentence structure and vocabulary are used to convey meaning. |

**Biographical Writing Rubric Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Interview Question Sheet.**  Allow each person to ask a question and appoint 2 scribes to write out the answers to each question. | |
| 1. **Fact finding.**   Person’s name  When and where they were born  Family background |  |
| 1. **Childhood memories** |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Continuity and change over time**



How life stays the same is as interesting as how

life changes. Aspects of the past that remain the same over time are referred to as **continuity.**

Organisations, ideas and some problems can endure for very long periods of time.

The 20th century also saw a major shift in the way people lived, as a result of changes in politics, ideology, economics, society, culture, science, technology, and medicine. It

has been theorized that the 20th century saw more technological and scientific

progress than all the other centuries combined since the dawn of civilization.

1. Beginning from birth, create a chronology of events experienced by the person who you interviewed.
2. What were the main changes that they experienced over time? How did the person you interviewed respond and cope with these changes?

**Introducing Historical Perspective**

1. Select one significant event that your resident has experienced during their life such as the Great Depression or a World War. Write a short paragraph outlining their experience.
2. *An individuals’ experience of an event will provide a different perspective or point of view.*

*Here is an example:*

*Elsie was from a wealthy family and during the Great Depression, there were daily knocks on the back door from men who were ….*

*Harold doesn’t remember his father as a child but recalls his mother telling him that he was ‘on the road’ looking for work that would eventually pay…*

Based on the event that you wrote about in the previous question, consider how another person may view the event differently based upon their experience. Some examples of people who are likely to have different perspective include a reporter, a politician, a male or a female, educated or unskilled worker or a migrant.